

Highly Qualified Teachers, Paraprofessionals & ESEA Funds

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ESEA Highly Qualified Staffing Requirements:

- **Title I Targeted Assistance Program and Title I Schoolwide**
 - Highly Qualified Teachers
 - Highly Qualified Paraprofessionals
- **Title II**
 - Highly Qualified Teachers
 - for the purpose of reducing class size

Highly Qualified (HQ) Teachers

SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS

(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall **ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified**

No Child Left Behind Act of 2001 (Elementary and Secondary Education Act)

Highly Qualified Teachers in All Core Areas:

- English
- Reading & Language Arts
- Mathematics
- Science
- World Languages
- Civics & Government
- Economics
- Arts (music, dance, theatre and art)
- History
- Geography
- All Elementary & Special Education

Determination of HQ requirements:

- Teacher holds the license for the subject(s) OR
- Individual meets all three of the following criteria while holding an emergency license or permit in the subject(s):
 - Has a major or minor in the subject or has passed the appropriate WI content exam
 - Is enrolled in the appropriate licensure program that will be completed in three years or less
 - Is receiving high quality professional development, supervision and mentoring from the district

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Meeting Criteria #1 when there is no major, minor or Praxis test:

Educators on emergency license in the following areas will meet Criteria #1 if they hold the prerequisite license listed:

Emergency license or permit requested in:	Regular license that will meet criteria #1
Reading, special education or bilingual education at the elementary level.	Elementary education
Extension of the grade/developmental level of an existing license.	The existing license
A related area to an existing license (e.g. general music when holds choral or cognitive disabilities when holds learning disabilities).	Holding a license in one of the areas of music or one of the disabilities of special education.

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[illegible]

Comprehension Check #1

Your district has an opening for a reading teacher, but no one with the reading teacher license (1316) has applied. Which teacher would be considered highly qualified while working under an emergency?

- a) Individual holding EC-MC regular education license who has enrolled in a reading teacher licensure program that will be completed in June.
- b) Individual holding an EC-A art license who has enrolled in a reading teacher licensure program that will be completed in June.
- c) Individual holding an EA-A English license, but has yet to enroll in a program until she hears whether she got the job.

- Individual holding EC-MC regular education license who has enrolled in a reading teacher licensure program that will be completed in June.
- Individual holding an EC-A art license who has enrolled in a reading teacher licensure program that will be completed in June.
- Individual holding an EA-A English license, but has yet to enroll in a program until she hears whether she got the job.

Comprehension Check #2

Your district has an opening to teach math at the middle school. Which teacher is properly licensed and therefore highly qualified to teach math at this time? Could the other individual be considered highly qualified? Why?

- a) Individual with a MC-EA regular education license
- b) Individual with a physics license, grades 7-12 who has a math minor, but no license.

Comprehension Check #3

Which license satisfies the content knowledge requirement for reading for a teacher working on an emergency license? (*Criteria #1 on EL application*)

- a) EA-A English license
- b) EC-A English as a Second Language
- c) MC-EA regular education license

Ensuring Highly Qualified Teachers

All public school districts, including charter schools, CESAs, and state schools are required to report to DPI:

1. If they employ teachers of core academic subjects who are **not** highly qualified for their assignment; and
2. The **support that is provided** for these teachers to become highly qualified

Reporting Requirements:

- School districts must annually report if they employ teachers who are not highly qualified teachers to DPI
- DPI must annually report this information to the USDE
- The USDE must annually publish this information for the public

Highly Qualified Teacher Plan:

- By November 15 of each school year, each LEA must submit the *Highly Qualified Teacher Plan* (PI-9550-IIC)
- By June 1 of each school year, each LEA must submit the *Highly Qualified Teacher Plan-Final Report* (PI-9550-IIC3)



Wisconsin Department of Public Instruction
HIGHLY QUALIFIED TEACHER PLAN
PI 9550-IIC (Rev. 11-12)

Collection of this information is a requirement of the No Child Left Behind Act of 2001.
For questions regarding this collection, contact Lynette Cawford-Gray at (608) 298-3100.

INSTRUCTIONS: Complete two copies. Retain one copy in the district. Return by fax, e-mail, or mail by November 15, 2011.
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TEACHER EDUCATION, PROFESSIONAL DEVELOPMENT AND LICENSING
ATTN: EYVONNE CRAWFORD-GRAY
P.O. BOX 7091
MADISON, WI 53707-7091
FAX: 608-298-8558
Forms are available at the following website: <http://doe.wisconsin.gov/teachers/hsqp>

I. GENERAL INFORMATION		
School District	LCA Code	Mailing Address Street, City, State, Zip
Contact Person	Title	Telephone Area/No.
Contact Email		

As a condition for continued funding under the No Child Left Behind Act of 2001 (NCLB), the Act required that all teachers in core academic subjects be highly qualified. Districts that do not meet this requirement for all teachers must document, through this plan, how teachers will become highly qualified.

II. DEFINITIONS	
Highly Qualified Teacher A teacher assigned to teach core academic subjects* is designated as highly qualified in Wisconsin if he/she holds either: 1. A regular (not substitute) Wisconsin license for the core subjects taught; or 2. An emergency license or permit, for the core subjects taught with confirmation from the employing district that the teacher: a. Has demonstrated content knowledge in the core subject(s) in which he/she is teaching through either a major, a minor, or completion of Wisconsin's Praxis II content test(s); b. Is enrolled in an approved program that will be completed in three years; and, c. Is provided by the district quality professional development before and while teaching and intensive supervision or mentoring while teaching. *Core Academic Subjects The term core academic subjects means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.	

III. SIGNATURE	
I, CONFIRM that the information provided on this form is true and accurate. Furthermore, our district has notified any identified educators of their highly qualified status, and the steps necessary to become highly qualified and will provide technical assistance and support to the teachers to become highly qualified. Name of School District Administrator Type or Print Legibly _____ Report Year (E.g. 2011-12) _____	

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District

VI. TEACHER DATA		Report Year (E.g. 2009-10)	
ORI File Number (Eight)	Name of Teacher Currently Not Highly Qualified (Last Name, First Name)	Indicate what Setting/Program the Teacher is Assigned (Check all that apply)	Technical Assistance Provided to the Teacher (Check all that apply)
		<input type="checkbox"/> Regular Education <input type="checkbox"/> Special Education <input type="checkbox"/> Title I Schoolwide School <input type="checkbox"/> Title I Targeted Assistance <input type="checkbox"/> Charter School <input type="checkbox"/> Alternative Education Program <input type="checkbox"/> Bilingual Education	<input type="checkbox"/> Targeted professional development <input type="checkbox"/> Mentoring <input type="checkbox"/> Release time coursework <input type="checkbox"/> Tutoring <input type="checkbox"/> Tuition reimbursement <input type="checkbox"/> Other (Specify)
		<input type="checkbox"/> Regular Education <input type="checkbox"/> Special Education <input type="checkbox"/> Title I Schoolwide School <input type="checkbox"/> Title I Targeted Assistance <input type="checkbox"/> Charter School <input type="checkbox"/> Alternative Education Program <input type="checkbox"/> Bilingual Education	<input type="checkbox"/> Targeted professional development <input type="checkbox"/> Mentoring <input type="checkbox"/> Release time coursework <input type="checkbox"/> Tutoring <input type="checkbox"/> Tuition reimbursement <input type="checkbox"/> Other (Specify)
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Highly Qualified Paraprofessionals

(c) NEW PARAPROFESSIONALS-

- (i) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —

(A) completed at least 2 years of study at an institution of higher education;

(B) obtained an associate's (or higher) degree; or

(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —

(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

(ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

- (2) CLARIFICATION- The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (i)(C).

No Child Left Behind Act of 2001 (Elementary and Secondary Education Act)

HQ Paraprofessionals' Assessment

- **Recommended:** ACT WorkKeys

- 4-5 acceptable
- 6 very good
- 7 excellent



Measures skills that are valued by employers and critical to job success

(Applied mathematics, locating information and reading for information)

District-Created Assessment

School Districts may choose to create their own assessment. This document provides sample test items. The content of the assessment needs to reflect the Common Core State Standards and the skills expected of the students in that school's level (elementary, middle and/or high school).

Paraprofessional's Job Description

(g) DUTIES OF PARAPROFESSIONALS-

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED- A paraprofessional described in paragraph (1) may be assigned —

- (A) to **provide one-on-one tutoring** for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- (B) to **assist with classroom management**, such as organizing instructional and other materials;
- (C) to **provide assistance in a computer laboratory**;
- (D) to **conduct parental involvement activities**;
- (E) to **provide support in a library or media center**;
- (F) to **act as a translator**; or
- (G) to **provide instructional services to students** in accordance with paragraph (3)

No Child Left Behind Act of 2001 (Elementary and Secondary Education Act)

Paraprofessional

(3) ADDITIONAL LIMITATIONS- A paraprofessional described in paragraph (1) —

- (A) **may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119;** and
- (B) **may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds** under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

No Child Left Behind Act of 2001 (Elementary and Secondary Education Act)

Comprehension Check #4

- Which individuals are highly qualified as a paraprofessional?
 - a) Individual with high school diploma and two years as a full-time student at UW-Whitewater
 - b) Individual with an Associate Degree from UW-Rock County
 - c) Individual who has a score of 4 on Work Keys
 - d) Individual holding a special education aide license

Funding Is Not Just For Salary & Fringe

- (h) USE OF FUNDS- A local educational agency receiving funds under this part may use such funds to support **ongoing training and professional development** to assist teachers and paraprofessionals in satisfying the requirements of this section.

Title I Targeted Assistance: Math and/or Reading

Title I Schoolwide: All Core Areas

Title II: Core Areas only

Comprehension Check #5

Which items are allowable in a Title I and/or II budget?

- a) CPR training for building staff
- b) DPI emergency license for a Title I reading teacher
- c) Tuition reimbursement for an elementary teacher to become licensed as a reading teacher
- d) Tuition reimbursement for a reading teacher to complete requirements for reading specialist
- e) Travel reimbursement to WSRA

School & District Documentation

- (i) VERIFICATION OF COMPLIANCE-

(1) IN GENERAL- In verifying compliance with this section, each local educational agency, at a minimum, **shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.**

(2) AVAILABILITY OF INFORMATION- Copies of attestations under paragraph (i) —

(A) **shall be maintained at each school** operating a program under section 1114 or 1115 and at the main office of the local educational agency; and

(B) **shall be available to any member of the general public** on request.

ESEA Monitoring

- Title I and II
 - Highly qualified teachers in Title I targeted assistance programs and in Title I schoolwide buildings
 - Highly qualified paraprofessionals in Title I targeted assistance programs and in Title I schoolwide buildings
 - Highly qualified paraprofessionals under the direct supervision of a highly qualified teacher
 - Highly qualified teachers paid by Title II to reduce class size

Highly Qualified Resources:

Highly Qualified Teachers:

<http://tepd.dpi.wi.gov/programs/-highly-qualified-teachers>

Highly Qualified Paraprofessionals:

<http://tepd.dpi.wi.gov/programs/esea-highly-qualified-paraprofessionals>

Paraprofessional Assessment:

<http://www.act.org/workkeys/assess/>

ESEA Monitoring Document:

<http://esea.dpi.wi.gov/files/esea/pdf/monitoring-guidance.pdf>

DPI Contacts:

Title II and Highly Qualified Paraprofessionals:

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